

Staff Meeting – classroom reflection with colleagues

Six Strategies	Looks like...	Feels like...
<i>1/ Learning Intent</i>		
<i>2/ Criteria</i>		
<i>3/ Feedback</i>		
<i>4/ Questions</i>		
<i>5/ Self and Peer Assessment</i>		
<i>6/ Student Ownership</i>		

Adapted from Dylan Wiliam 2006

Formative Assessment

The Six Strategies that Matter

Adapted from Dylan Wiliam 2006

1. **Provide learners with clarity about and understanding of the learning intentions of the work being done** – this means that learners should be able to tell someone else in their own words what the learning intentions are and how they connect to life beyond school. (This is a shared area of focus for Network schools during the 2006-2007 school year)
2. Provide to and co-develop with learners **the criteria for success**. This means that learners have clear criteria for quality and know what part they are aiming to get better at.
3. Provide regular, **thoughtful feedback** that moves learning forward for the individual learner. This means that, over time, learners get used to knowing how to improve.
4. Design and use **thoughtful classroom questions to lead discussions** that generate evidence of learning. This means that learners practice being ready to think and know that “no hands up” and individual responsibility for thinking about the question are regular parts of learning life. It also means that teachers work together ahead of time to develop really strong questions to use part way through a learning sequence.
5. Put learners to work as **learning/teaching resources for each other**. **This** means that learners know strategies and have internalized quality criteria so that they can be productive with their same age and older and younger learning colleagues.
6. Do everything you can think of to make sure that **learners are the owners** of their own learning. This means that learners are genuinely engaged in learning and confident that they can learn and think about their own learning.

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